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Teachers And Students' Self-Autonomy Perception in Utilizing Computer Assisted Language Learning (Call)

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Abstract

This present study aims to investigate the perception of autonomy of both lecturers and students in Computer Assisted Language Learning environment. In addition, the researcher has desire to figure out how instructors think about CALL in the correlation with their careers as well as student in studying. By surveying with 5-point Likert scale and unstructured interviews, the data indicated that Lecturers from the institution have positive toward CALL and stated the close relationship of CALL with their career in long-term. In terms of self-autonomy toward this, the teachers had clear view of this notion. From the perspective of students, CALL had big positive impact on the quality of students. Nonetheless, the students' perception of self-autonomy remained unclear due to the fact that they exposed only parts of the descriptive framework. Even though shedding a light on the issues in some fields for indication of possible suggestion of application, the study consisted of limitations. Therefore, further study needs making engagement for clearer big picture of the phenomenon.

Keywords: *CALL, self-Autonomy, Perception, Lecturers, Students*

INTRODUCTION

The perception toward CALL has been the heated topic of researchers for years due to the fact that the explosion of technology has given huge impact on pedagogy. Over the time, the scholars with numerous research, the positive perception from learners as well as instructors toward CALL have been shed a light on. However, the idea that what users perceive CALL in teaching career and study remains unclear in field of self-autonomy. Therefore, the author expresses the strong desire to bring it to light.

It is believed that CALL benefits both teaching and learning, which means using technology devices in pedagogical process leads to the fact that both lecturers and students take advance from it (Kumar Basak et al., 2018). With the dramatic development of science for education in this century, technology has been considered the one of the crucial elements reshaping the education and training system.

In fact, the development of information and communication technologies (ICTs) has provided both teachers and learners opportunities to make entries in the process of integrated world due to the fact that distance learning is by now considered effective (Al-Kadi, 2018). These advantages of technology development provide students and teachers chances for bettering the outcome of learners and classroom quality. Therefore, there is an increasing number of using CALL in teaching and learning languages.

In the beginning of the 21st century, people have experienced the movement and change in education from the conventional to online and distance via computer-based method (Tran, 2021). This shift benefits learners as well as instructors in some aspects. In fact, with the explosion of Internet, the world has witnessed integrating era ever. World wide web and web version 2.0 are the useful tools greatly support people from different areas to engage in the process of communication across the world (Li, 2018). Moreover, specific applications or programs designed for virtual classrooms enable students to involve in the meeting under setting of interaction with mass media and materials as well as sub-tools like whiteboard.

Research Objectives

This study aims to investigate the perception of teachers and students at Dong Nai Technology University

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toward the utilization of computer assisted language learning. Although this problem has been explored with preceding research, in new era and context, there comes the necessity for exploring the concept in order that possible patterns could be made clear.

LITERATURE REVIEW

Definition of CALL

The term computer assisted language learning- CALL has currently been ubiquitous due to the fact that there has been coming the needs of applying distance learning as well as working or computer based-learning and working. Over the time, being in line with the development of science in general and technology in particular, researchers have defined CALL in wide range of notions. These defined terms were simple initially, yet have gradually been in line with the increase of science, which means they have been more complicated. Nearly decade later, Gruba (2008) advocated the definition as the studies linking to second language and computer technology in some particular uses. Together with the technology in data storage, distinct devices for saving information have been invented that lead to the notion of Chapelle (2010). On the other hand, the correlation among the programs that provide students with communication as well as applications which support interaction to learners were reviewed (Beatty et al., 2017). This means technology offers opportunities to learners to improve communication or collaboration and creativity of pedagogical process. This definition was in line with the previous one of Chapelle (2010) due to the fact that communication patterns adhere to the connection of network especially social one. Broadly, CALL was again recognized by Nemati and Mousavi (2017). These scholars stated that computer assisted language learning means applying technology into language learning.

Perception Notion

The notion perception is considered to have been investigated long time ago due to the fact that human have had desire to explore the surrounding world with unlimited objects and phenomenon. This functions of the framework for various theories for researching problems. McDonald (2011) opined the idea that perception is the way how people see the surrounding world. This means the sensory system of human being contact with the world initially. With the support of brain functioning like a machine to measure, analyze and generalize, a person gradually builds up the experience of himself or herself. This conclusion was in line with the notion individual patterns belonging to cognitive linguistics (Le, 2020). For the general view of this term, Carbon (2014) conducted a study for making the notion perception out of the thin air via the experiment of perceiving illusion. The researcher came to an end of the work that the cognitive system of human mind plays a role as strengthening the sensory system.

It could be seen that in this study both teachers as well as students who are linking to the process of teaching and learning languages have met the mentioned conditions of perception.

Self-Autonomy Elements

The raised issues of perception for long term development are related to the willingness of a series of acts including recognizing, understanding, reinforcing and acting.

The mentioned idea could be viewed under the Affective Filter hypothesis of Krashen (1978 as cited in VanPattern & Williams, 2014) that when learners exclusively have desire and intention to learn explicitly, they would make effort for overcoming the obstacles. Therefore, Wehmeyer and Powers (2007) preferred that students' determination plays a significant in improving their outcome. It is because the autonomy of oneself consists of the process of understanding, valuing, planning, acting and experiencing outcome together with learning In this model, each stage' constructs in combination with the correlation among processes will support the writer to come to the light with the big picture for both objects.

This model provides the author aspects for measuring the perception of lecturers and learners in their self-autonomy of CALL application. It could be seen that in this figure, the environment is applying CALL and the teachers as well as students embedded in that milieu could raise different awareness and attitude toward

computer-based method due to the fact that they share different hierarchy position as well as career perception in the process of learning and teaching languages. In short, the mentioned category offers the perception of users including teachers and learners in terms of autonomy for utilizing CALL.

Reviews on teachers' perception to CALL

Researchers (Al-Awidi & Ismail, 2012; Aydin, 2013; Rafiee & Purfallah, 2014; Mohammadi & Masoomi, 2015) investigating the attitude as well as perception of teachers toward utilizing CALL stated the positive perspective. They conducted studies via survey and interviews or semi-interviews and shared the similar result of positive perception in terms of bettering quality of teaching process as well as students' outcome.

In terms of figuring out the perception of language teaching teachers toward CALL utilization for instructing reading for children, Al-Awidi and Ismail (2012) surveyed randomly 145 teachers firstly and consequently, 16 teachers were chosen to have interview for in-depth situational exploration. The research tried to provide spotlight on the perception of teachers toward the prospective advantages that young learners could have whilst computers were utilized.

Aydin (2013) conducted a study in order to explore the teachers' perception on computers utilizing in classroom of EFL due to the fact that this topic was considered scarce. The scholar tried to figure out the knowledge of teachers on the software as well as the reasons of using computers including attitude and perception of teachers' confidence in the process of integrating computers use with school environment.

In connection with the perception of CALL perception, Rafiee and Purfallah (2014) carried out a study by the approach of descriptive for providing spotlight on the topic with the junior-high school teachers as participants. The findings showed that teachers' competence of using computers was between little and moderate.

Mohammadi and Masoomi (2015) had a desire to investigate the perception of EFL teachers on the CALL application. The number of participants' samples was 96 randomly chosen from the volunteers from Kurdistan province, Iran.

Briefly, the previous literature review figured out that researchers stated the positive perception of teachers toward CALL as it has brought numerous benefits to the career of teaching. Clearly, scholars (Al-Awidi & Ismail, 2012; Aydin, 2013; Rafiee & Purfallah, 2014; Mohammadi & Masoomi, 2015) proved that CALL enhanced the quality of teaching based on the better quality. Nonetheless, the perception of utilization computer and technology devices together with the internet autonomously stays unveiled.

Students' perception toward CALL

One of the most significant of success of CALL application is the perception of the instructor, therefore, in order to figure out the perception of teachers to using and barriers, Samani et al. (2014) studied 14 learning-teacher students. The purposes of the survey for answering issues of perception of current use of CALL as well as perception of what stopped the CALL implementation. The research approach was deep analysis requiring the data collected from face-to-face interview. From the analyzed data, the researchers indicated the term unsatisfactory of CALL application from the participants.

Back to the students' perception of applying CALL in classroom setting, Akayoğlu (2017) raised concern of training course for the equipment of knowledge as well as skills for pre-teachers. The result indicated that students enjoyed the utilization of CALL in teaching languages and it was a tool that could help. The study revealed that CALL provided pre-teachers awareness of utilizing technology in teaching and the students believed that all instructors should apply. The positive perception of CALL among learning-teacher students showed that CALL was an inevitable part of pedagogy.

METHODOLOGY

Qualitative Method

With this method, the author focused on the demographic information of the participants. As the aspects

have been mentioned above, age, gender and years of experiencing give impact on the process of cognition in applying CALL for both teaching and learning. All data was initially put in the questionnaire as the first section for the participants get acquainted to the process of making reply. Moreover, for the in-depth analysis coming before discussion on the participants' perception, the interviews (DeFond, 2010) would provide more detail and clearly the ideas and thoughts of the research respondents. The interview could provide the author more about information about the utilizing process of CALL with advantages or disadvantages and the attitude toward this system. Moreover, it could as well take the outlook of the users on the environment of utilizing CALL in teaching and learning.

Quantitative Method

Conversely, the quantitative method supports the author for collecting data in some aspects in large scale (Fraenkel et al., 2012). Via the Likert scale approach for exploring the perception of the teachers and students, the author could have overview on the process of using and self-autonomy including knowing, valuing, planning, acting and experiencing. In addition, by the questionnaires of this method, the author could have the general picture of the phenomenon due to the number of repliers with the population and discuss the generalization (Balnaves & Caputi, 2011).

FINDINGS AND DISCUSSION

Findings

+ Questionnaire items for Lectures

In the questionnaire, the statement, as mentioned before, was ordered from 1 to 15 with that represented the elements of self-autonomy. In the table below, statement 1,2 and 3 were in the field of understanding the strength and weakness. While statement 4 and 5 belong to the term valuing of one person. In addition, statement 6,7,8 and 9 presented the level of agreement for setting goal and planning. Statement 10,11 and 12 came as follow for the act of the participants. Last but not least, the rest ones, statement 13,14 and 15 illustrated the experience out come and learn.

Table 4.1 Lecturers' responses on aspect of know self

Statement Order	Statements	N	Mean	Std. Deviation	Variance
Statement 1	Understanding computer hardware affects teaching activities	15	3.600	1.2421	1.543
Statement 2	Understanding the software affects teaching activities	15	3.733	1.1629	1.352
Statement 3	Understanding internets and its tools support teaching activities	15	4.000	.7559	.571

The response for item 4 and 5 show that the instructors have positive idea about accepting themselves for the limitation to the CALL environment and recognize the responsibility through CALL utilization. Range figured for these statements were from 2 to 5 and 2 to 4, which meant there came a shift from disagreement to agreement (and even the level of agreement is completely agree) of the participants in this part.

Table 4.2 Lecturers' responses on aspect of value self

Statement Order	Statements	N	Mean	Std. Deviation	Variance
Statement 4	I accept my strength and weakness knowledge of computer hardware, computer software skills and internet.	15	3.333	1.1751	1.381
Statement 5	I recognize and respect my role and responsibility when I apply computer to teach languages	15	3.533	.6399	.410

The idea of slight agreement is also caught with statement 6,7,8 and 9 which were in field of setting goal and plan. With maximum option of 4 and standard deviation under 1, in combination with range from 2 to 4 or 3 to 4, the data shed a light on the perception of lecturers toward the idea of aiming at the goal for improve the

weakness and plan or schedule time for maintain the strength.

Table 4.3 Lecturers' responses on aspect of plan

Statement Order	Statements	N	Mean	Std. Deviation	Variance
Statement 6	I set the goal to eliminate my weakness knowledge of computer hardware, computer software skills and internet to support teaching process.	15	3.667	.4880	.238
Statement 7	I set the goal to better my strength on knowledge of computer hardware, computer software skills and internet to support teaching process..	15	3.667	.4880	.238
Statement 8	I set the plan with fixed time to better my strength on knowledge of computer hardware, computer software skills and internet to support teaching process..	15	3.533	.5164	.267
Statement 9	I set the plan with fixed time to eliminated my weakness knowledge of computer hardware, computer software skills and internet to support teaching process.	15	3.600	.5071	.257

In another move elsewhere, the participants also had positive view toward the process of implementing the plan. In field of action, the instructors made decision on neutral option and tend to agree option. This could be viewed from the figure in table 4.1. With range option from 3 (neutral) to 4 (agree) and standard deviation under 1, the fact that most of the participant still hesitate to deploy plan in act.

Table 4.4 Lecturers' responses on aspect of act

Statement Order	Statements	N	Mean	Std. Deviation	Variance
Statement 10	I carry the plan to boost the strength and eliminated the weakness on knowledge of computer hardware, computer software skills and internet to support teaching process.	15	3.333	.4880	.238
Statement 11	I carry the plan severely and persistently.	15	3.400	.5071	.257
Statement 12	I overcome the obstacles to accomplish the plan.	15	3.667	.4880	.238

Similarly, due to the fact that the hesitation appeared in terms of acting, the data of experience outcome and learning introduced the idea of agreement of CALL has impact on the career. Means figure of statement 13, 14 and 15 was toward option 4 (agree) and 5(completely agree) in the Likert scale. Moreover, under 1 standard deviation of 3 items revealed the fact that the instructors mostly thought of CALL and long term career have relationship. It could be viewed as the initial of perception of self-autonomy of applying CALL tools for teaching process. And that the instructors automatically utilized computers with other equipment and internet for developing career not just situational circumstance.

Table 4.5 Lecturers' responses on aspect of experience outcome

Statement Order	Statements	N	Mean	Std. Deviation	Variance
Statement 13	I compare the result with the expected goal.	15	3.733	.4577	.210
Statement 14	I learn new knowledge, skills in utilization computers to teach languages.	15	3.867	.3519	.124
Statement 15	I think the accomplished result has impact on the my long-term development career.	15	3.867	.7432	.552

The author also made a comparison between the genders of instructors in order to figure out whether there came differences in how they thought toward CALL. A compare mean analysis was carried with Independent Sample T-Test in SPSS.

Table 4.6 Comparison of Lecturers' gender choices

Statement	Levene's Test for Equality of Variances Sig	t-test for Equality of Means Sig. (2-tailed)
Statement 1	.669	.676
Statement 2	,011	.550
Statement 3	.086	.489
Statement 4	.018	.769
Statement 5	.653	.587
Statement 6	.535	.723
Statement 7	.113	.475
Statement 8	1.000	.500
Statement 9	.535	.297
Statement 10	.535	.723
Statement 11	,535	,297
Statement 12	,535	,723
Statement 13	,205	,446
Statement 14	,016	,317
Statement 15	,169	,641

After using the compare mean tools from SPSS, the writer recognized that there was no difference in gender field toward CALL utilizing. As the figure sig from Levene's Test for Equality of Variances of all the items was over 0.05, the sig (t) from Equal variances assumed of the raw analysis was chosen to present, which meant there was no difference between male and female teachers when they responded to the survey (Gerald, 2018).

Questionnaire items for Students

From the analyzed data, the perception of students toward CALL in terms of self-autonomy appeared quite clear that some of them had the clear idea whilst other maintain the situation of being unclear. All mean figures of fifteen statement stood in over three, which means the neutral position though some tended to the positive points of agreement (as four and five). In details, five groups of information were listed and presented as follows.

With the first statement, the students replied with mean tend to agree, however, the standard deviation showed that most of the students thought it was neutral to agree with this one. The second and third statement's means were similar at level, yet the standard deviation of over one implied that students have light difference in these statements. These statements were listed out to measure whether the students understood themselves in terms of strength and weakness. Totally, in the first 3 statements, most of the students expressed themselves to had experience in CALL environment and that understanding hardware (statement one), software (statement two) and the internet (statement three) could affect the process of learning.

Table 4.7 Students' responses on aspect of know self

Statement Order	Statements	N	Mean	Std. Deviation	Variance
Statement 1	Understanding computer hardware affects learning activities	40	3.825	.8439	.712
Statement 2	Understanding the software affects learning activities	40	3.350	1.0513	1.105
Statement 3	Understanding internets and its tools support learning activities	40	3.350	1.2100	1.464

Similarly, in the value self- part with the statement four and statement five, the students tended to make decision to move from neutral position to positive position of agreement. With statement four, the students' response figured the mean around neutral point. This meant the students tended to be neutral with the weakness. However, the standard deviation implied that some students remained agree and disagree when this figure was over one. Conversely, when replying to the statement five of accept their role and respect their

responsibility, the results witnessed the quite agreement via the figure mean and standard deviation.

Table 4.8 Students' responses on aspect of value self

Statement Order	Statements	N	Mean	Std. Deviation	Variance
Statement 4	I accept my strength and weakness knowledge of computer hardware, computer software skills and internet.	40	3.175	1.0834	1.174
Statement 5	I recognize and respect my role and responsibility when I apply computer to learn languages	40	3.725	.8767	.769

Subsequently, the participants, as well made choice majorly on the agreement of the statement six, seven, eight and nine. The statements alternatively presented the setting of goals for erasing the weakness, maintaining and boosting the strength. Parallel, the student also chose the agreement of expressing the time (plan) to conduct the plan to meet the goals. Figure mean and standard deviation of the four statements in this part of the Likert scale for plan shared the approximate number.

Table 4.9 Students' responses on aspect of plan

Statement Order	Statements	N	Mean	Std. Deviation	Variance
Statement 1	Understanding computer hardware affects learning activities	40	3.825	.8439	.712
Statement 2	Understanding the software affects learning activities	40	3.350	1.0513	1.105
Statement 3	Understanding internets and its tools support learning activities	40	3.350	1.2100	1.464

Statement Order	Statements	N	Mean	Std. Deviation	Variance
Statement 6	I set the goal to eliminate my weakness knowledge of computer hardware, computer software skills and internet to support learning process.	40	3.575	.8738	.763
Statement 7	I set the goal to better my strength on knowledge of computer hardware, computer software skills and internet to support learning process..	40	3.650	.8022	.644
Statement 8	I set the plan with fixed time to better my strength on knowledge of computer hardware, computer software skills and internet to support learning process..	40	3.700	.6869	.472
Statement 9	I set the plan with fixed time to eliminated my weakness knowledge of computer hardware, computer software skills and internet to support learning process..	40	3.750	.7425	.551

In addition, coming after the plan, Act was the part of describing the persistence. In this portion, the participants continue showing the light agreement with the statement ten, eleven and twelve when the figure moved a little bit from neutral to the level of agreement. The participants' choices were varied, however, the major was around the neutral point and the agreement. The standard deviation for the statements were lower than one indicated that neutral position attracted the decision, which meant some students conducted the plan which they had set while others did not have any plan. By statement tenth, eleventh and twelfth, the

students showed the participants' mean of Likert scale survey tended to depart neutral point, this meant they carried the plan in some levels with persistence and even overcame the obstacles for meeting the goal.

Table 4.10 Students' responses on aspect of act

Statement Order	Statements	N	Mean	Std. Deviation	Variance
Statement 10	I carry the plan to boost the strength and eliminated the weakness on knowledge of computer hardware, computer software skills and internet to support learning process.	40	3.475	.7506	.563
Statement 11	I carry the plan severely and persistently.	40	3.475	.8469	.717
Statement 12	I overcome the obstacles to accomplish the plan.	40	3.600	.7442	.554

The last proportion of the Likert scale consisted of two statements focusing on checking the results of plan conduction, comparing the result with the expected goals. The last statement, however, surveyed the students on what they thought about the application of computers and other devices connected to the internet and students' study. Even the students exposed to the CALL environment with years and most of mean figure implied the perception of self-autonomy of them moved from neutral to positive, the last statement witnessed the low tend-neutral point with high deviation and variance. This meant the students still considered correlation of self-autonomy not clear enough.

Table 4.11 Students' responses on aspect of experience outcome

Statement Order	Statements	N	Mean	Std. Deviation	Variance
Statement 13	I compare the result with the expected goal.	40	3.600	.8102	.656
Statement 14	I learn new knowledge, skills in utilization computers to teach languages.	40	3.550	.9044	.818
Statement 15	I think the accomplished result has impact on the language learning outcome.	40	3.350	1.0013	1.003

An Independent Sample T-Test was carried in SPSS, as well, for shedding a light on the difference between male and female students. Even there was difference between the male and female students with the last statement, in general, they still had similar attitude toward CALL utilization in terms of self-autonomy perception.

Table 4.12 Comparison of Students' gender choices

Statement	Levene's Test for Equality of Variances Sig	t-test for Equality of Means Sig. (2-tailed)
Statement 1	.452	.391
Statement 2	.590	.199
Statement 3	.431	.020
Statement 4	.555	.108
Statement 5	.009	.109
Statement 6	.005	.110
Statement 7	.031	.167
Statement 8	.026	.388
Statement 9	.004	.272
Statement 10	.189	.720
Statement 11	.585	.615
Statement 12	.345	.027
Statement 13	.415	.117
Statement 14	.662	.687
Statement 15	.063	.001

From the analysis, statement 6 and statement 9 sig figures were under 0.05, therefore, the figure sig (t) from Equal variances not assumed were picked up to the table 4.12. However, the sig (t) of these lines was alternatively over 0.05 (Gerald, 2018) which led to the fact that male and female students perceive CALL environment similarly with self-autonomy perception. Nonetheless, the table indicated that with the last statement, female students thought that CALL greatly affected the study whilst the other thought it was in a situation of negative point to neutral position.

DISCUSSION

For Lecturers

In making reply to the first research question, this study was designed to describe the perception of lecturers in terms of self-autonomy toward CALL utilization for long-term career development. Positive perception in field of self-autonomy and that they determined the computer use in combination with technological devices and internet is necessary for their career. The analyzed data comprising the data from questionnaire and interview implied that lecturers understood the strength and weakness in utilizing computer and technological devices connected to the internet in teaching. Clearly, CALL and career of instructor remain close relationship and the self-autonomy perception toward CALL viewed with the framework in chapter 2 proved the circulation of the phases. This means CALL had the close relationship to the lecturers' career.

In the previous parts of findings on the lecturers' data, figure mean of the first three statements of understanding hardware, software and internet tool affect the process of teaching. Some of the teachers considered the understanding about hardware was not relevant to their career and that it was one of their weakness. Due to the fact that in the interview, three out of five participants of interview admitted this. Most of lecturers thought the software and especially the internet tools were useful for their activities of teaching languages. This happens due to the fact that hardware structure understanding requires people to spend time for researching whilst the software and internet tools are common things that have been utilized for long in order to support the languages instruction. They, furthermore, stated that languages teaching and support from computers, laptops, projectors and other technology with the internet can hardly be separated as these things greatly help enhance the environment of classroom.

In addition, the teachers expressed that computer and technology application in the process of teaching languages and their career stick together. One of the candidates proved: "The development of computers and information technology greatly support our job and I think in the future they will be stuck." Clearly, CALL had brought various benefits in languages instruction (Derakhshan et al., 2015; Roh, 2019; Enayati & Gilakjani, 2020). Therefore, lecturers took advance of the environment to bettering the quality of teaching process. In the element of experience out come and learn, the instructors compared the accomplished result as well as performance to the expected goal and performance. They had desire to learn new knowledge and practice skills for dealing with new requirement of teaching environment.

Generally, the lecturers had the perception of self-autonomy or the ability to regulate themselves to adapt to the requirement of the surrounding environment. In fact, the teacher perceived CALL is a significant part of their career for both temporary and long-term. The replies for the last statement in the questionnaire expressed the idea that CALL has been stuck to the teaching career. The demand for enhancing the qualification of the pedagogy process led to the circumstance of self-autonomy perception in CALL environment. In addition, the lecturers responded that they enjoyed utilizing CALL and the statement that computers could not be separated from their career proved that application of technology in teaching has been considered positive. Or using technology in teaching is one of the most crucial part of lecturers. Furthermore, from the data, the author could see the view that CALL has been an inevitable requirement of each lecturer.

For Students

Firstly, in the stage of knowing self, data from both Likert scale and interview stated that they shared the

common idea that shortage of understanding computer hardware was the weakness when they were in CALL environment. Even six out of eight interviewees replied that they enjoyed CALL, the data from the questionnaire implied that there remained unclear view of students toward CALL environment when there were choices on the strongly disagree of knowledge of computer hardware, software skills and internet tools understanding had impact to the learning process. Parallel, there came some students made decision on the strongly agree scale, which meant the opposite side students have clear view about the strength and weakness in CALL environment. This could be viewed as the initial phase of having the elements of self-autonomy perception in CALL environment. In addition, more importantly, the students proved that CALL provided them opportunities to improve the learning process.

Nonetheless, even responses in the survey provided researcher with positive sign of having the perception of self-autonomy aspects of planning, the interviewees showed that students were put in a load of certain situations that they had to make decision to study the new things. However, few learners expressed the idea of setting goals with appropriate time for carrying seriously. Five out of eight students made reply to the questions relating to the setting plan that they had idea of expect goals, yet their action would never be seen due to the fact that they did not schedule time.

Shortly, from the data of both survey and interviews, in reply to the second research question, the statement that computers and technological appliances have effective impact on the study of students was shown. Most of the students taking part in the study stated they enjoyed CALL and that they could enhance the outcome of their learning quality thanks to support of technology. However, they showed that there still be in the phase of knowing and valuing as well as partly planning stage of the framework of self-autonomy perception.

In conclusion, the perception of self-autonomy toward CALL from the instructors was quite clear even the data indicated the light movement from neutral to agree of the survey. And the lecturers considered CALL the part of their career for enhancing the quality of lesson. This was in line with other related literature (Mohammadi & Masoomi, 2015; İnce, 2017). Moreover, from the perspective of lecturers, computers support in CALL will not be able to be separated then. From the side of students, the self-autonomy in CALL environment remained the situation of half-unclear due to the data of Likert scale proved the positive movement from neutral to agreement of benefits of CALL. However, the element stages of the framework were not stated firmly by the interview leading to the fact that the students just had initial-portion of self-autonomy perception although the advantages of CALL to study could be undeniable.

CONCLUSION

For Lecturers

The study stated the perception of instructors on the self-autonomy or the ability to regulate the behaviors of lecturer toward CALL in teaching career. From the findings, lecturers considered computers and information technological devices together with applications as well as internet greatly support the career of pedagogy. The instructors exposed that the teaching process nowadays is in the circumstance of being support greatly by the computers and devices connected to the internet.

The study indicated that the perception of self-autonomy from the lecturers were similar of both gender. This was in line with the study of Paiwithayasiritham (2013 as cited in Vu & Shah, 2016). The mentioned study advocated that gender did not impact on the way how learners and instructors' attitude and behavior toward teaching and learning process. In addition, the data also shed a light on the self-autonomy perception from the view of personal aspect of experience. It was very clear that the lecturers perceived the experience of teaching and teaching with support of computer and other devices connected to the internet. And that they supposed computers and technologies utilization nowadays could not be separated.

For Students

In the opposite side of teaching process, the students who have the role of learning and absorbing the knowledge and skills share the similar situation of positive perception toward CALL in terms of self-autonomy. They expressed the idea of applying computers, laptops or mobile devices connected to the global

network and installed with some software is regulated by themselves to support their learning. The process of understanding themselves for strength and weakness then valuing selves to know responsibilities and roles then setting goals and plans occurred. Nonetheless, acting in time with persistence and learning, comparing results with expected goals remained unclear with most students in the interviewed and the data from the Likert scale also proved this.

There were two reasons for this phenomenon. The first one was the support from the institution. Thanks to the training of the university, the students recognized some limitation of themselves to the CALL environment. Therefore, there came the shift from the neutral perception of self-autonomy to the dimension of having the perception of this psychological item. Secondly, the students had to spent more time with computers and connected internet devices to make contact in virtual classroom during Covid-19 situation, this led to the comparison between supported classroom with computer and classroom through computer. Therefore, the participants recognized new issues. However, they just considered these the situational for urgent or temporary things. Hence, the initial phases of self-autonomy perception toward CALL including know, value self and plan was viewed whilst act and experience outcome remained unclear with most students.

Implication for Teaching and Learning Process

The study brings to light the merits of self-autonomy perception toward CALL of lecturers and students at an university; accordingly, the application from the research could be viewed. Firstly, the lecturers and students taking part in the study accepted that computers and other appliances could benefit the process of teaching and learning due to the fact that they provide active and live sources of materials or multi-media materials. The utilization of this finding leads to the application of better preparation of lecturers for the lessons. Secondly, as mentioned before, the self-autonomy toward CALL was based on the SDT which referred the ability to regulate behaviors including stages of Knowing self, Valuing self, Planning, Acting and Experiencing outcome. From the framework, and after conducting the study, the application of the self-autonomy could be viewed clear as this kind of psychology application can be applied into teaching and learning not only CALL. Therefore, the lecturers together with students are able to apply the framework of self-autonomy to their work. From the side of lecturers, with the clear view of the perception, they can easily apply to learn new knowledge and skills. Moreover, they, as well, could guide their students to have self-autonomy in learning (Healey, 2002). Conversely, students can use it to better their learning not only languages but also other fields and even in their lives. In conclusion, this study could be applied into teaching and learning process as CALL was stated to have impact on the quality of classroom in terms of being positive. Moreover, perception of self-autonomy was shed a light on to be possibly applied not only for instructing and learning languages but also other fields.

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